**Writing instructional strategies**

These instructional strategies reflect five levels of support, and instruction moves from the highest level of support (modeled writing) to the lowest level of support (independent writing) as students assume more and more of the responsibility for themselves. As students are apprenticed to think and work as writers in your learning area, they begin to build the necessary knowledge, beliefs, skills and dispositions needed to write effectively in a variety of genres and modes. Through this process they become socialized as writers and able to manage their own learning.

**Modeled Writing**

Modeled writing allows the students to hear the thinking that accompanies the process of writing, such as topic choice, planning the piece, looking for a better word, revising and editing. The writing process is purposefully visible for students to enable them to see how writers think about their writing. This is the highest level of support.

*Teacher Roles*

* Demonstrates the habits of a writer through modeling and think alouds. Topics can include content choices, voice, conventions, structures, and language features of written text.

*Student Roles*

* Listens to language used to describe the thinking processes involved in writing, observes and uses metacognitive strategies specific to the types of writing taught.

**Shared Writing**

In the Shared Writing process students contribute ideas while the teacher scribes. As they write, teachers demonstrate how expert writers write while the students observe. Through shared writing, written text is created for the classroom that students could not write independently. Completed text can be used as exemplars and for additional shared and independent reading.

*Teacher Roles*

* Starts discussion around a shared topic/concept and elicits information from students.
* Serves as a scribe to record the text for students.
* Demonstrates how to read the text aloud with appropriate intonation.

*Students Roles*

* Discusses the topic/concepts, shares ideas with partners and in large group.
* Contribute ideas to construct the content of the text.
* Students join in the reading of the text after the teacher demonstrates. Students reread the text with partners or individually.

**Interactive Writing**

Interactive Writing occurs when the teacher and students “share the pen” to write and create text. Interactive writing is used to provide instruction and assistance to students as they engage in writing. The teacher provides a stimulus activity or sets the purpose prior to engaging students in the process of interactive writing.

*Teacher Roles*

* “Shares the pen” with students while guiding and focusing their attention on concepts of print and sounds in words.
* Provides the stimulus/opportunity for students to work in small groups to write together for a variety of purposes.
* Posts completed charts to support students shared and independent reading and writing.

*Student Roles*

* Takes turns writing the text on chart paper and/or white boards.
* Writes in small groups (after they can write words fluently) on chart paper as part of content instruction and for other purposes.
* Rereads completed charts and may use words and sentences from chart for other writing activities.

**Guided Writing**

Guided Writing provides an opportunity for teachers to work with groups of students or an

individual student on effective writing strategies that are determined to be important through

observation of student behaviors and work.

*Teacher Roles*

* Confers with student groups or individuals on effective writing strategies and provides specific coaching based on student work and standards based rubrics.
* Guides the process of writing and editing, providing instruction when needed.

*Student Roles*

* Confers with teacher and peers about the writing process and products.
* Actively plans and constructs the text, including editing for a correct finished product.

**Independent Writing**

Independent writing provides an opportunity for students to practice using the writing skills and strategies supported through modeled, shared, interactive, and guided writing instruction.

*Teacher Roles*

Provides opportunities for students to practice writing in a variety of genre.

Confers with students about their writing throughout the writing process

Models use of specific writing rubrics to self-monitor writing process and products

*Student Roles*

Writes for authentic purposes and in a variety of genres.

Confers with teacher and peers throughout the writing process towards publication of work

Self-monitors own learning of writing strategies and skills and produces authentic writing

products.